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ABSTRACT

Picacho Junior High School serves a student population of 1,070 and is located in Las Cruces, New Mexico. The purpose of the project, developed as a result of the school excellence award, was to improve student motivation, attendance and achievement through dual activities: (1) enhancing teacher competency through a staff development plan using the Classroom Management Training Program; and (2) increasing parent contact with the school. Thirty of the school's 54-member faculty were trained in two groups, with the first group of teachers acting as trainers and subsequent coaches for the second group. The training focused on an integrated model of positive discipline and positive instruction. Explicit efforts were made to increase the number of contacts with parents, through phone calls from counselors, conferencing with teachers, and mailing of mid-term grade reporting information. As an outcome of the training, teachers, students and parents saw improvement in student motivation. Office referrals for discipline dropped an average of 28 percent during the period of time compared to the same period the previous year. Attendance rates for students remained virtually unchanged for the comparison times, but membership in the Honor Society increased by 47 percent. (Appendices making up more than half the document include survey forms and extensive training material samples). (Author)

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PICACHO JUNIOR HIGH SCHOOL EXCELLENCE AWARD:
A REPORT TO
THE DEPARTMENT OF EDUCATION
DECEMBER 1987

PREPARED BY

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LAS CRUCES, NEW MEXICO

SP 029 907

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ABSTRACT

Picacho Junior High School serves a student population of 1,070 and is located in Las Cruces, New Mexico. The purpose of the project developed as a result of the school excellence award was to improve student motivation, attendance and achievement through dual activities: (a) enhancing teacher competency through a staff development plan using the Classroom Management Training Program, and (b) increasing parent contact with the school. Thirty of the school's 54-member faculty were trained in two groups, with the first group of teachers acting as trainers and subsequent coaches for the second group. The training focused on an integrated model of positive discipline and positive instruction. Explicit efforts were made to increase the number of contacts with parents, through phone calls from counselors, conferencing with teachers, and mailing of mid-term grade reporting information. As an outcome of the training teachers, students and parents saw improvement in student motivation. Office referrals for discipline dropped an average of 28% during the period of time compared to same period the previous year. Attendance rates for students remained virtually unchanged for the comparison times, but membership in the Honor Society increased by 47%.

PROJECT DEMOGRAPHICS

STUDENTS

Picacho Junior High School serves grades 7-9. The population for the 1986-87 school year includes 1,070 students, 545 girls and 525 boys. The students in the school are representative of the entire spectrum of students in the school district, with an ethnic mix of 58% Hispanic, 41% Anglo and 1% Other. Within the Hispanic population is a small group of 32 non-English speaking students. The school is a Chapter I school in which 51.7% of the students qualify for free or reduced lunches, and the most academically deficient are served in Chapter I Reading and Math Labs. However, the entire range of socio-economic levels is included among the student body. Also served at the school are 14 classes of special education students in classifications of physically, mentally and behaviorally handicapped.

STAFF

The staff at Picacho includes 54 teachers, two counselors, two secretaries, a principal and vice-principal, one librarian, and several aides. The level of experience ranges from one to thirty-six years in education.

PJHS TOTAL STAFF

	number	gender		ethnicity	
		M	F	H	A
teachers	54	19	35	11	43
counselors	2	1	1	1	1
administrators	2	2		1	1
librarian	1		1		1
aides	7		7	7	
secretaries	2		2	2	
totals	68	22	46	22	46

Staff who participated in the training program during the spring of 1987 include the following:

Group I

	number	gender		ethnicity	
		M	F	H	A
teachers	9	1	8		9
counselors	1		1		1
administrators	1	1			1
totals	11	2	9		11

Group II

	number	gender		ethnicity	
		M	F	H	A
teachers	18	7	11	3	16
librarian	1		1		1
totals	19	7	12	3	17

OBJECTIVES AND ACTIVITIES OF PROJECT

The project had two primary objectives: (1) to increase teacher competency leading to increased time on task and improved attendance and achievement for students, and (2) to increase parental involvement, also leading to improved attendance, achievement and motivation for students.

DESCRIPTION OF TREATMENT

Activities related to the first objective centered around training members of the staff in the Classroom Management Training Program (CMTP), a system for the classroom developed by Dr. Fredric Jones.

In the spring semester of 1987 staff in the school were trained in two groups. The first group included nine teachers, a counselor and the principal. The training consisted of sessions at three monthly intervals. The time between sessions was used as an opportunity for teachers to apply the training and to

observe and coach each other in practice. The topic of the first training session was Positive Discipline; the topic of the second session was Positive Instruction. The third session was called Pyramid Training and had two parts. First the participants planned how to transmit the ideas of positive discipline and instruction to their untrained colleagues. Then, in a two day session, the first group of teachers became trainers for additional members of the school staff. The second group consisted of 19 additional staff members. During the remaining 35 days of school, trainers became leaders of continuation meetings which were designed to support staff who had received two days of training from colleagues rather than six days of training from Dr. Jones. At the beginning of the fall semester, three events reinforced the initial training and encouraged teachers to implement the elements of CMTP. Before school started all trained staff participated in a review of the training program, particularly identifying teacher behaviors relevant to starting school. Some school-wide activities were also planned. Continuation meetings were scheduled regularly on a weekly basis. In addition, Dr. Jones met with the trainer group on September 25, 1987 for a debriefing, debugging session and for reinforcement of initial training.

Dates of training for Group I were January 13-15, 1987; February 19-20 and March 31, 1987. The second group was trained on April 1 & 2, 1987. In total, 30 staff members were trained.

Activities related to the second objective--increased participation of parents--included the following:

1. Counselors contacted parents of students whose grades or attendance were problematic. (spring 87 & fall 87)
2. Mid-term warning notices were mailed home rather than hand-carried by students if grades needed improvement. (fall 87)
3. Parents were invited to attend parenting sessions held in the evening and coordinated by the counseling staff. (fall 87)
4. An administrative intern was appointed to oversee this aspect of the project and to complete a review of literature on parent invovlement in junior high schools.

EVIDENCE OF SUCCESS

Objective I Teacher Competency

Outcomes for the first objective were evaluated through a variety of sources. Surveys pertaining to the success of the training for staff were distributed to participating staff members, and to some students and parents. In addition, the number of office referrals for discipline during the fall of 1987 has been contrasted with the office referrals for the fall of 1986, before training. The rate of absenteeism for the two years was also contrasted. The number of students on the honor roll for the fall of 1987 was also compared to the number for the fall of 1986.

Teacher survey

In surveys of teachers who had received the training, 100% of Group I teachers and 88% of Group II teachers found that students were more often on task in their classrooms than prior to training. When asked the impact on student learning, again 100% and 88% of respective groups felt student learning had improved since they were trained by Dr. Jones. In both groups 88% of the teachers felt students were tardy less frequently and 12% said tardiness had remained the same. Most teachers felt their referrals to the office for discipline had remained unchanged--67% of Group I and 55% of Group II--while the rest stated that their office referrals had diminished. 100% of Group I and 67% of Group II teachers felt that general school behavior in halls and cafeteria was better this year than last, and all teachers agreed that the use of CMTP techniques had altered the climate of school as it started in the fall, either noticeably or to some degree. None of the teachers felt that the training had had no effect, either in their own classrooms or in the school generally. A copy of the survey is included in Appendix B of this report.

Comments from the teachers who received training include:

"I have been overwhelmed at the difference it has made in communication in our English department. The teachers are doing real, live articulation!"

"Sure wish ALL teachers were as lucky as we! This should be required of all professors and students of education in all higher education."

" . . . also made a better teacher out of me."

Student-Parent Survey

In an attempt to discern what perceptions existed among parents and students, two sets of students were asked to carry a survey form home and discuss it with parents before making a joint reply. Some 58% of the parents said their child talked about the class in which a specifically identified technique, Preferred Activity Time or PAT, was used. Seventy per cent of the parents stated that their child seemed to be motivated by the use of PAT, but only 31% of the parents had had contact with the school during the current semester (fall 1987). Students identified their success in class as being somewhat greater, by a margin of 59% to 31%, in classes where the teachers employed PAT. Nearly half, 48%, said they were tardy less frequently to classes where the teacher used PAT.

Comments from parents and students also support the training as valuable.

"PAT sounds like a good motivational device, something I think all classes should have or at least attempt. It's a good idea as long as it is used wisely and not abused." (parent)

"I think PAT is good for the teacher and the student. It not only motivates the student and it gives teachers and students a break from the everyday kind of thing." (parent)

"I love working to earn PAT. It's fun!" (student)

"To my knowledge and what I have heard from my daughter, PAT time has encouraged her to like school more." (parent)

A copy of the parent-student survey is included in Appendix B of this report.

Data from office referrals, academic honors and attendance rates is displayed below.

OFFICE REFERRALS

	Sept	**Oct**	
1986 (pre)	86	149	
1987 (post)	69	99	
DIFFERENCE	-20	-50	fewer referrals

ACADEMIC ACHIEVEMENT

	fall 1986	fall 1987	
Honor Society			
Carried over	122	167	
Inducted	32	59	
Total students	154	226	
Difference			+72 more

ATTENDANCE RATES-PER CENT PRESENT

	Fall 1986	Fall 1987
20 day count	93.57%	94.16%
40 day count	95.73%	95.53%

From information collected, it appears that the project successfully completed activities related to Objective I, Increased Teacher Competency leading to increased time on task and student motivation. Surveys of teachers, parents and students denoted the advantages of having teachers trained in CMTP techniques. Teachers who received the lengthiest period of training were the most adamant in their perception of the benefits of the training. In addition, office discipline referral figures for the fall semesters of 1986 and 1987 show sizable decreases in the number of times teachers were referring students to the office for misbehavior. The number of students who sustained grades good enough for membership in Honor Society increased by 47% in 1987 over 1986. Attendance rates for the 20th and 40th school days, however, show little difference between the two school years. Nonetheless, attendance rates were all between 93% and 96%, which are a relatively high percentage for average daily attendance figures.

Objective Two
Parent Involvement

The success/failure of Objective Two is undocumented. Implementation of activities for the objective was the responsibility of two people who left the school. The first, a counselor trained with group one, was to have kept records regarding the number of parent contacts from phone calls. These numbers are not available. However, parent response to mailed mid-term notices was higher in the fall of 1987 than it has been in previous years. The graduate student-administrative assistant who was assigned to oversee the design and data collection for the activities related to Objective Two moved from Las Cruces before the end of the spring semester and did not complete his task. The only quantitative information we have regarding the interaction of the school and parents is from an item on the Parent Survey asking if parents have been in contact with the school during the current (spring) semester, to which only 31% of the respondents replied affirmatively. Since it is possible that these were parents of successful students, inferences cannot be drawn from the response.

FUTURE OF PROJECT

The grant was extremely helpful in obtaining training for the teachers in a specific school. The school is currently involved in continuation meetings for the teachers who were trained, and plans to use its trainers to train additional staff members next year. (Our district is in the process of changing to a middle school format which means that Picacho will house grades 6, 7 & 8 next year and that a turnover of 25-35% of the staff is anticipated.) Because staff perceive that the training has improved both the school and classroom learning environment, motivation exists for retaining the program.

In addition, the success of the program stimulated interest in extending the bounds of training beyond the staff of a single school. Special Student Services, which directs special education programs in our district, has already completed a contract with Dr. Jones aimed at training all the special ed resource room teachers in the district. Because this group is housed across the district, word of the training has become widespread and on demand in buildings across the district.

The grant for Picacho Junior High School has enabled one school to be permeated with a training model closely related to state teaching competencies used for evaluation purposes, and to identify a means for other schools/teachers to also improve their classroom skills. The benefits of the grant have extended far beyond its initial location and cost, and with the capacity of staff to train additional staff, the benefits of the grant can be generalized with minimal investment for the consultant's time. The school district is currently planning a district-wide design for CMTP staff development.

It is particularly important that the skills taught in the staff development program are closely correlated to the seven teaching competencies on which teachers are evaluated in New Mexico and in the school district. Each teacher in the building (and in the district) is required to write annually a Professional Development Plan (PDP) in which goals are set for continued growth in teaching skill areas. Teachers at PJHS possess, through CMTP, greater competency and the capacity to develop even greater competency in areas identified as necessary by the state of New Mexico and the Las Cruces Public Schools. The grant gave a big boost to a process which was already in place and which is an ongoing aspect of education in New Mexico.

REPLICATION OF PROJECT

Because the primary nature of this project was simply to purchase a highly-proven training package for the teachers within a school, it is extremely easy to replicate. Any district wishing to have teachers trained in CMTP has merely to contact Dr. Jones. However, some items which would improve the logistics and utility of the training exist and are listed below:

1. Teachers felt uniformly that the training is more beneficial if received earlier in the school year, and recommend the fall semester. This permits a greater length of time for implementation and for the continuation meetings.
2. The school can use ideas from the training for school-wide behaviors, not just for classroom behaviors.
3. Teachers should be placed in continuation groups with compatible peers. The concept of coaching by colleagues has been proven successful in a variety of research projects, but it must be carefully structured for that success to occur.
4. Plans for comparing student achievement before and after a staff development program need to be carefully conceived. Originally, the intent of the project was to compare grades of students with their own grades prior to teacher training, and to compare achievement test scores for

eighth grade students for the years previous and post teacher training. Teachers in Group I were asked to report grades for their students for fall 1986 and spring 1987 but teachers felt the grades were contaminated for a variety of reasons and not a good source of information. One common situation was that the teacher had had a student teacher during one of the semesters and the situations for students could not be compared. Teachers also felt that having had only limited time to implement the training during the spring semester meant no difference would be discernable. Consequently, this type of grade data was dismissed as having little utility. Another consequence of starting the project in the spring semester rather than in the fall is that achievement test scores are not yet available for the year following the training. In the end, we used figures which indicated how many students were in Honor Society after treatment and before treatment, a very generic and broad spectrum indication of the academic health of students at PJHS.

5. When training staff in a single building, certain complexities arise. On the two days of training for Group II, the building had over half of the teachers out of their classrooms, which were being covered by substitute teachers. Although it would have been more cost effective in terms of the trainer's time to train more people, the impact on the instructional program of the building had to be considered. Consequently, a selection process for choosing staff to be trained had to be developed. Ultimately, more teachers of core curriculum than of exploratory curriculum were trained since the goal was to impact in academic areas.

6. **Budget** The grant money was spent on only three objects: (1) consultant fees, travel and accommodation costs, (2) copyrighted workshop materials purchased from the consultant, and (3) substitute teachers. The amount for substitute teachers was simply the remainder after the other costs, and proved to be the most limiting factor on how many teachers could be trained in Group I. Eleven staff members were trained in Group I, while as many as thirty could have been trained. However, the cost of substitutes for nine days for thirty teachers was beyond the capacity of the grant. Considering the impact of that many substitutes in one building, the pyramid approach was the most workable design for the training.

DISEMMINATION

The value of the training is already being widely disseminated in our school district. Trainers from the first group of teachers were able to workshop 40 teachers who were newly hired in the district as part of a series of induction activities last summer. The district will continue to train new and experienced teachers in the techniques of CMTP. To extend information to other school districts in New Mexico and administrative and teacher groups

are planning presentations at statewide conferences for middle schools and at statewide teacher conferences. A copy of this report will also be forwarded to the State Department of Education and to the Educational Resources Information Center (ERIC).

APPENDIX A

TEACHERS WHO RECEIVED TRAINING

GROUP I

name	position	years experience
Joe Parker	Principal	20
Denise Pontious	Counselor	9
Vicki Frances	English Teacher	6
Kathy Dailey	English Teacher	7
Claudia Gerhardt	English Teacher	11
Duffy Porter	English Teacher	26
Norma Baker	Math Teacher	14
Marsha Topley	Math Teacher	6
Chris Cook	Science Teacher	5
Susie Ebbs	P. E. Teacher	15
Mary Lessman	Home Economics Teacher	10

GROUP II

name	position	years experience
Glenda Gomez	special education teacher	17
Jimmie Buescher	reading teacher	8
JoAnn Paulson	English Teacher	16
Flora Tyler	special education teacher	2
Raul Salcido	Science Teacher	14
Rebecca Tripeer	Computer	7
Grace Montano	P. E. Teacher	8
Rebecca Richardson	Special Education Teacher	6
Eugene Whitlow	Math Teacher	21
Ann Guiffre	Reading Teacher	12
Jerry Hill	Math Teacher	24
Thom Christie	Special Education Teacher	5
Tim Betts	English Teacher	15
Elaine Tilghman	Science Teacher	16
Bet McCleneghan	Librarian	10
Dorothy Weiser	Home Economics Teacher	8
Bill Wood	Math Teacher	29
Melissa Burnett	Science Teacher	2
Bert Holland	Math Teacher	36

APPENDIX B

SURVEY FORMS

TEACHER SURVEY

EVALUATION: PICACHO PROJECT--GROUP ___

As a result of the Classroom Management Training Program (CMTP), what changes have you observed? Please help evaluate the project by answering the following questions. Return the evaluation to Bonnie Votaw by November 5.

1. To what extent have you implemented the techniques of CMTP?
   ___none ___few ___several ___everything

IF YOU ANSWERED NONE, DO NOT CONTINUE WITH THE EVALUATION.

2. Since implementing, do you find your students to be "on task" . . .
   ___more often ___less often ___no change

3. Since implementing, has student learning . . .
   ___improved ___declined ___remained unchanged

4. Since implementing, are students tardy . . .
   ___less frequently ___the same ___more frequently

5. Since implementing, have your referrals to the office for disciplinary problems . . .
   ___increased ___decreased ___remained unchanged

6. This year have you noticed any change in general school behavior in the hall, the cafeteria, restrooms, etc.?
   ___better ___worse ___unchanged

7. Did you feel the use of Dr. Jones' techniques altered the climate of the school as school started this year?
   ___noticeably ___not at all ___some

8. Additional Comments:

PARENT-STUDENT SURVEY

Dear Parents:

Teachers at Picacho Junior High have been trying some new techniques to motivate students, and to improve their behavior and achievement. In order to evaluate these attempts to improve performance, we need input from you and your child. Will you please take a few minutes to sit down with your child and jointly complete this form?

Thank you.

TO PARENTS

1. Does your child talk about teachers or classes in which preferred activity time (PAT) is used?

2. Does your child seem motivated by PAT?

3. Have you had contact with the school during the current semester?

TO STUDENTS

1. Does your teacher use PAT? ___yes ___no

2. Do you think your success as a student in a class where the teacher uses PAT is . . .
   ___greater ___less ___the same

3. Are you tardy in classes using PAT . . .
   ___more ___less ___the same

ADDITIONAL PARENT OR STUDENT COMMENT:

APPENDIX C

TRAINING MATERIAL SAMPLES

FREDRIC H. JONES & ASSOCIATES, INC.

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JUL 21 1986

CLASSROOM MANAGEMENT TRAINING PROGRAM (CMTP)
ARRANGEMENTS FOR TRAINING

There are many details which need to be attended to by administrators of the sponsoring school, school district or educational center which are important for the Classroom Management Training Program to run smoothly. A list of these details is provided below to simplify the job of the administrator in charge.

I. Personnel Planning

A. Selection of trainees: The training of teachers on a school site is always on a voluntary basis. Although there are always teachers that administrators would like to require to take the training as soon as possible, experience shows such mild coercion to be a bad bet. Almost all teachers will volunteer sooner or later for their own sakes if word of mouth from the trained teachers is given a chance to have its effect.

In addition, selection of trainees should favor all volunteering personnel at participating school sites before opening up training to teachers from additional sites. Such concentration of training will maximize the likelihood of adequate administrative backup and quality control.

B. Selection of coaches: The selection of teachers to serve as coaches or trainers in a staff development program utilizing a "trainer of trainers model" is critical. The quality of all teacher training will, to a considerable extent, be a function of the competence of the individuals chosen as coaches. Ideally, they should exhibit the following four characteristics: 1) excellent basic teaching skills, 2) high social status and respect among colleagues so that their evaluation of the program will carry some weight among peers, 3) the ability to express themselves effectively in front of a small group, and 4) a genuine desire to serve as a coach.

Do not select someone to be a coach because they need help quickly. The training of weak teachers should follow the training of coaches. The sponsoring agency may be asked not to use a weak coach in subsequent

training if an obviously weak teacher is selected to be a coach.

C. Preparation for coaching: During the week prior to the initial round of pyramid training, the coaching teams should be freed to spend one day in preparation. This time should be set aside and protected by the administrator in charge of the program. Prior to the arrival of CMTP staff, the coaching teams should have prepared fully to make all of the presentations of background material and management skills contained in the outline of the Classroom Management Training Program. In addition, prior to each subsequent round of training, coaches should be given one-half day off for preparation.

D. Scheduling meetings with Key administrators: Principals and key administrators need to have their role in the training program clarified so they can provide necessary support for their coaches and trainees and so they can carry out quality control functions at their school site. A meeting of at least one and one-half hours duration should be scheduled during both round 1 and round 2 of training to review the administrator's role. This meeting should preferably be held in the afternoon of the first day following teacher training. Coaches are invited to attend.

E. Arrange for meetings with the school board, parents, PTA, and press: An important facet of systematic staff development is community support. It is appropriate to use the CMTP consultant's time to speak to parents, PTA, and the press while they are in town. These meetings with local groups usually need to be arranged well in advance. Fees, if any, would be negotiated on the basis of the time involved.

II. Logistical Details

A. Space and equipment: Training should take place in a classroom-like setting in which there are desks or small tables similar to those used by the children in classrooms and in which there is adequate blackboard space to have six teams of teachers working at the board simultaneously. During the first round of training when the coaches are being trained, only one such room will be needed. However, during the second and third days of the third round of training when six groups of teachers are being trained by their colleagues, six such rooms will be required. These six rooms should be in the same site so that intermittent supervision and feedback can be given to each of the six training groups.

In addition, the following equipment should be provided for use during training: 1) chalk and erasers; 2) magic markers; 3) 3 x 5 cards; and 4) masking tape.

B. Food and breaks: The sponsoring agency should provide coffee and donuts for all trainees during each of the training sessions in the mornings and coffee or tea in the afternoon. The trainees will take a lunch break of approximately an hour and a quarter during training days. Getting out for lunch has proven valuable both in making the day seem special and in giving everyone a chance to get acquainted socially.

C. CMTP printed materials: The sponsoring agency will take responsibility for providing copies of CMTP materials for all trainees. Such materials should be ordered well in advance.

D. Motel and travel: Airline reservations will be made by the Classroom Management Training Program, and the sponsors of the training program will be informed of these travel arrangements well in advance of training. Typically, the sponsoring agency will make hotel arrangements and arrangements for pick-up at and delivery to the airport. If this is inconvenient, however, car rental can be arranged by CMTP. All expenses are billed to the sponsoring agency.

E. Information about the sponsoring agency: As an aid to CMTP staff, the following materials are requested and should be mailed to us well in advance of training.

1) A letter of confirmation.

2) The name and location of the training site. Include directions to the site and a map if the training site is in the San Francisco Bay or Monterey Bay Areas. For out-of-town training, please provide the name of the motel and the person who will provide transportation.

3) A list of the participants (teachers, observers, and principals) including their job titles and home school. Please list participants by training groups.

4) A list of key administrators who will be dealing with the program. A simple organizational outline is easiest if it is already available.

III. Training Outline

A. Introductory workshop to all interested teachers (1/2 or 1 day): This presentation can be made between round 1 and round 2 of training rather than prior to round 1 if judged to be more useful then.

B. Round 1: Coaches Training (3 days).

1) Coaches Training: Twelve coaches and their principals plus observers (8:00 a.m. - 4:00 p.m.). Central office staff and key auxiliary personnel are welcomed as observers as an aid to district understanding and support for CMTP provided they understand that they will not be disseminators of CMTP skills and procedures.

2) First administrators' meeting: All principals and other administrators plus coaches if they wish (4:00 p.m. - 5:30 p.m. on day one or day 2).

C. Round 2: Coaches Training (2 days).

1) Coaches Training: Twelve coaches and their principals plus observers (8:00 a.m. - 4:00 p.m.).

2) Second administrators' meeting: All principals and other administrators plus coaches if they wish (4:00 p.m. - 5:30 p.m. on day one).

D. Coaches prep day: One full day away from school for coaching teams to prepare the presentation of the lessons that they are responsible for during round 3 of training.

E. Round 3: Pyramid Teacher Training (3 days).

1) Day 1: Coaches' prep (8:00 a.m. - 4:00 p.m.). Review of coaching skills, group process management skills, and the planning of events.

2) Days 2 and 3: Peer training (8:00 a.m. - 4:00 p.m.). Each of the six coaching teams train up to eight additional teachers (a total of 48 new trainees). Each group needs its own room with desks and blackboard. Some presentations will be made to the whole group in one of the rooms.

In your announcements be sure to have everyone meet at 7:45 - 8:00 for coffee so we can begin on time.

3) Day 2: Coaches' prep for day 3 (4:00 p.m. - 5:00 p.m.).

D. Follow-through workshop: From two to six months after the completion of Round 3 of training, two additional days are needed; one to work with administrators on evaluation and quality control, and a second to work with the coaches on troubleshooting, coaching skills and advanced instructional skills. Time should be set aside to work with the school board and the superintendent during this visit to outline and clarify their role in program follow-through. Additional needs of the district will be more thoroughly understood by this time so that future goals might be discussed.

IV. Costs

A. Consulting fees and expenses.

B. Substitute days.

1) Round 1: ~~twelve~~ coaches x three days (plus others in attendance). 3

2) Round 2: ~~twelve~~ coaches x two days (plus others in attendance). 2

3) Coaches' prep day: ~~twelve~~ coaches x one day. 1

4) Round 3: 1

a) Prep day: ~~twelve~~ coaches x one day. 2

b) Peer training: ~~twelve~~ coaches plus 48 trainees x two days.

5) Follow-through workshop: twelve coaches x one day (plus other teachers who attend). 1

10 days

6) Introductory workshop: Typically no substitute cost is incurred here since the workshop is typically offered on a special in-service day or minimum day.

C. Purchase of training materials: CMTP manuals will be purchased by the sponsoring agency for all coaches and trainees. The coaching manual is larger, more detailed and, consequently, more expensive than the trainees' manuals. Separate manuals are given to each trainee during each day of Pyramid Teacher Training, one for Positive Discipline and one for Positive Instruction.

D. Purchase of stopwatches for coaches and trainees (optional but typically done with district or individual school funds).

CLASSROOM MANAGEMENT TRAINING PROGRAM
PYRAMID TEACHER TRAINING

SCHEDULE FOR DAY 1
POSITIVE DISCIPLINE

8:00- 8:45 Introduction: Schedule of Training, Successful Staff Development, Introduction to Limit-Setting (Large Group)

8:45- 9:00 BREAK (Split into Small Groups)

9:00-10:00 Limit-Setting

(p.105f) 1) Rules and Room Arrangement

(p.82) 2) Introduction to Teaching a Structured Lesson

(p.116) 3) Limit-Setting: Part 1 (practice cycles 1 - 4)

a) Breathing and Relaxation Practice

b) Through "Smile Practice"

10:00-10:15 BREAK (Stay in Small Groups)

10:15-11:30 Limit-Setting (Continued in Smalled Groups)

(p.117f) 4) Limit-Setting: Part 2 (Through "Palms")

(p.119f) 5) Limit-Setting: Part 3 (Through "Back Talk" using the Guided Practice format)

(p.123) 6) Limit-Setting: Generalization and Discrimination

(p.125) 7) When Does Limit-Setting Fail?

11:30-12:45 LUNCH (Return to Large Group)

Schedule Day 1

12:45- 1:30 Incentive Systems for Good Behavior (Large Group)

(p.126f) 1) Relationship and Formal Incentives

(p.130f) 2) What Makes Responsible Behavior?

1:30- 1:45 BREAK (Split into Small Groups)

1:45- 2:45 Responsibility Training - Classroom Applications

(p.131f) 1) Basics of Responsibility Training

- Bonuses
- Penalties and the Rule of Penalties
- PATs - Using Learning as the Reward

(p.138f) 2) Piggybacking Incentive Systems

- Omission Training (OT)
- Extending RT Beyond the Classroom

(p.151f) 3) Playing a PAT to Review Today's Material

2:45- 3:00 BREAK (Return to Large Group)

3:00- 3:45 Back-Up Systems (Large Group)

(p.143f) 1) What is a Back-Up System?

(p.147) 2) Mechanics of Small Back-Up Systems

(p.147f) 3) Medium, Large and Extra Large Back-Up Options

3:45- 4:00 Classroom Discipline as a System (Large Group)
(p.149-50)

CLASSROOM MANAGEMENT TRAINING PROGRAM
PYRAMID TEACHER TRAINING

SCHEDULE FOR DAY 2
POSITIVE INSTRUCTION

8:00- 8:45 Introduction: The Universal Helping Interaction - Dependency, Discipline and Self-Concept (Large Group)

8:45- 9:00 BREAK (Split into Small Groups)

9:00-10:15 The Positive Helping Interaction

(p.36) 1) Praise, Prompt and Leave: Introductory Explanation plus modeling

(p.37f) 2) Praise, Prompt and Leave: Elaborated Explanation plus Structured Practice Exercises

(p.50f) 3) Praise Subskills with Structured Practice Exercise

(p.100) * 4) Complex work, Check Masters and the basic rule of quality control

(p.125b) 5) Overview: Behavioral and Academic Accountability - room arrangement, mobility and "working the crowd" during seat work

10:15-10:30 BREAK (Return to Small Groups)

10:30-11:30 Performance Models

(p.63) 1) The Prompting Hierarchy

(p.64) 2) Summary Graphics versus Performance Models

(p.67f) 3) Types of Performance Models

(p.69) 4) Sample Performance Models

5) Build a Performance Model for use next week (sponge activity)

11:30-12:45 LUNCH (Return to Large Group)

* Enrichment topic for follow-through

Schedule Day 2

Brain

12:45- 1:30 Introduction to Trimodal Teaching (Large Group)

(p.65) 1) Functions of Performance Models (Overview)
   a) Clarity
   b) Permanence
   c) Weaning

(p.64-5) 2) Solo Performing, Summary Graphics and Cognitive Overload

(p.85b) 3) How to produce Cognitive Retention and Integration

(p.85& p.95) 4) Shaping and Cyclical Teaching

1:30- 1:45 BREAK (Split into Small Groups)

1:45-3:00 Trimodal Teaching Formats

(p.88-9) 1) Partner Teaching: Math and Art exercises while making the lesson plan and teaching students to use it as a study guide during Acquisition

(p.90f) 2) Read Around Groups (RAGs)

(p.94) * 3) STAD, TGT and Jigsaw (Cooperative Learning/Johns Hopkins)

4) Blackboards, laboratories and PATs

(p.96f) * 5) Quality Control during both Acquisition and Guided Practice
   a) Teacher movement and monitoring (P,P&L)
   b) Student work groups
   c) Using partners and work groups for work check

3:00- 3:15 BREAK (Return to Large Group)

3:15- 4:00 Continuation Groups (Large Group)

(p.193f) 1) Growth, Support and Sharing

(p.199f) 2) Problem Solving

(p.202f) 3) Planning for first meeting

* Enrichment topics for follow-through

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Coaches' Manual

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CLASSROOM MANAGEMENT TRAINING PROGRAM

COACHES MANUAL

Fredric H. Jones, Ph.D.

and

Jo Lynne T. Jones

Manual # 87901

Name _____

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THE CLASSROOM MANAGEMENT TRAINING PROGRAM

COACHES MANUAL

Table of Contents

I. Introduction 1

II. Positive Instruction
- A. Introduction 13
- B. The Universal Helping Interaction 19
- C. The Positive Helping Interaction 36
- D. Instructional Models 63
- E. Multimodal Kinetic Teaching 86
- F. Incentives for Diligence and Excellence 96

III. Positive Discipline 103
- A. Classroom Structure 105
- B. Limit-Setting 112
- C. Responsibility Training 126
- D. Back-up Systems 143
- E. Classroom Discipline as an Integrated System 148

IV. Preferred Activity Time 151

V. Continuation Meetings 193

VI. Appendices
- Appendix A: Continuation and Maintenance Meeting Review 213
- Appendix B: Individual Behavior Management Program: Worksheet 217
- Appendix C: Teacher Observation Rating Form 220

INTRODUCTION
to the
CLASSROOM MANAGEMENT TRAINING PROGRAM

I Background

For most people "discipline" means punishing a child when they do something wrong. During more than a decade of continuous work with teachers and children in every kind of classroom setting, our understanding of effective classroom discipline has grown to focus upon:

- Reducing teacher stress
- Providing clear and consistent classroom structure
- Training students to follow classroom rules while enhancing student-teacher relationship
- Training students to work independently
- Establishing high standards of excellence for schoolwork

The Classroom Management Training Program (CMTP) has developed not only advanced methods of classroom management, but also advanced methods of teacher training. These teacher training methods which focus upon performance practice are incorporated into CMTP Pyramid Teacher Training--a "trainer of trainers approach to skill dissemination.

II Goals of CMTP Pyramid Teacher Training

The objective of the Classroom Management Training Program is to produce an orderly and productive classroom that both the teacher and students can enjoy. Classroom discipline must not only produce high standards of behavior and work within the classroom, but it must also enhance the relationship between student and teacher to generate cooperation on the part of the student.

Only when rule-following is a voluntary act on the part of the student can both the teacher and student relax and enjoy each other. And, only when independent conscientious work is a voluntary act on the part of the student will the class approach its learning potential. Only then is the teacher free to enjoy teaching.

"I have come to a freightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.

Hiam Ginott

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COACHING AGREEMENT

Participating as a coach in the Classroom Management Training Program represents an on-going relationship with Fredric H. Jones & Associates, Inc. which is limited by the following conditions:

I. Quality

The Classroom Management Training Program (CMTP) will never be "watered down" in any way. The integrity of training will be maintained by providing:

A. A training team of two teacher-coaches and one administrator from the school site.

B. A training group of six to eight volunteers.

C. One day of prep for coaches and two full days of training.

D. The form and content of training as originally designed.

E. CMTP software to be purchased from Fredric H. Jones & Associates, Inc.

F. A quiet, classroom-like work area with desks, blackboards and refreshments.

II. Observers

Observers will be limited to aides, adminstrators, and auxilliary personnel -- not teachers with classrooms of their own.

III. Scope of Coaching

A. Coaches are limited to coaching within the confines of the contracting agency. (School site, consortium, district, or specified area of a large metropolitan district.)

CLASSROOM MANAGEMENT TRAINING PROGRAM

COACHING AGREEMENT
(continued)

B. Coaches trained under the auspices of a Teacher Center or Professional Development Center are limited to training under the auspices of that same center.

C. All training will be coordinated through Fredric H. Jones & Associates, Inc. and all fees for training will be paid through Fredric H. Jones & Associates, Inc.

D. No fee can be charged above and beyond that provided by the contracting agency as agreed upon by Fredric H. Jones & Associates, Inc.

I hereby agree to the conditions set forth in this document.

If I have any questions at anytime about the above agreement I will contact the offices of Fredric H. Jones & Associates before proceding.

Signed _____

on the _____day of _____,19____.

home address_____

_____
(zip)

Please print name_____

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CLASSROOM MANAGEMENT TRAINING PROGRAM (CMTP)
ARRANGEMENTS FOR TRAINING

There are many details which need to be attended to by administrators of the sponsoring school, school district or educational center which are important for the Classroom Management Training Program to run smoothly. A list of these details is provided below to simplify the job of the administrator in charge.

I. Personnel Planning

A. Selection of trainees: The training of teachers on a school site is always on a voluntary basis. Although there are always teachers that administrators would like to require to take the training as soon as possible, experience shows such mild coercion to be a bad bet. Almost all teachers will volunteer sooner or later for their own sakes if word of mouth from the trained teachers is given a chance to have its effect.

In addition, selection of trainees should favor all volunteering personnel at participating school sites before opening up training to teachers from additional sites. Such concentration of training will maximize the likelihood of adequate administrative backup and quality control.

B. Selection of coaches: The selection of teachers to serve as coaches or trainers in a staff development program utilizing a "trainer of trainers model" is critical. The quality of all teacher training will, to a considerable extent, be a function of the competence of the individuals chosen as coaches. Ideally, they should exhibit the following four characteristics: 1) excellent basic teaching skills, 2) high social status and respect among colleagues so that their evaluation of the program will carry some weight among peers, 3) the ability to express themselves effectively in front of a small group, and 4) a genuine desire to serve as a coach.

Do not select someone to be a coach because they need help quickly. The training of weak teachers should follow the training of coaches. The sponsoring agency may be asked not to use a weak coach in subsequent

training if an obviously weak teacher is selected to be a coach.

C. Preparation for coaching: During the week prior to the initial round of pyramid training, the coaching teams should be freed to spend one day in preparation. This time should be set aside and protected by the administrator in charge of the program. Prior to the arrival of CMTP staff, the coaching teams should have prepared fully to make all of the presentations of background material and management skills contained in the outline of the Classroom Management Training Program. In addition, prior to each subsequent round of training, coaches should be given one-half day off for preparation.

D. Scheduling meetings with Key administrators: Principals and key administrators need to have their role in the training program clarified so they can provide necessary support for their coaches and trainees and so they can carry out quality control functions at their school site. A meeting of at least one and one-half hours duration should be scheduled during both round 1 and round 2 of training to review the administrator's role. This meeting should preferably be held in the afternoon of the first day following teacher training. Coaches are invited to attend.

E. Arrange for meetings with the school board, parents, PTA, and press: An important facet of systematic staff development is community support. It is appropriate to use the CMTP consultant's time to speak to parents, PTA, and the press while they are in town. These meetings with local groups usually need to be arranged well in advance. Fees, if any, would be negotiated on the basis of the time involved.

II. Logistical Details

A. Space and equipment: Training should take place in a classroom-like setting in which there are desks or small tables similar to those used by the children in classrooms and in which there is adequate blackboard space to have six teams of teachers working at the board simultaneously. During the first round of training when the coaches are being trained, only one such room will be needed. However, during the second and third days of the third round of training when six groups of teachers are being trained by their colleagues, six such rooms will be required. These six rooms shcould be in the same site so that intermittent supervision and feedback can be given to each of the six training groups.

In addition, the following equipment should be provided for use during training: 1) chalk and erasers; 2) magic markers; 3) 3 x 5 cards; and 4) masking tape.

B. Food and breaks: The sponsoring agency should provide coffee and donuts for all trainees during each of the training sessions in the mornings and coffee or tea in the afternoon. The trainees will take a lunch break of approximately an hour and a quarter during training days. Getting out for lunch has proven valuable both in making the day seem special and in giving everyone a chance to get acquainted socially.

C. CMTP printed materials: The sponsoring agency will take responsibility for providing copies of CMTP materials for all trainees. Such materials should be ordered well in advance.

D. Motel and travel: Airline reservations will be made by the Classroom Management Training Program, and the sponsors of the training program will be informed of these travel arrangements well in advance of training. Typically, the sponsoring agency will make hotel arrangements and arrangements for pick-up at and delivery to the airport. If this is inconvenient, however, car rental can be arranged by CMTP. All expenses are billed to the sponsoring agency.

E. Information about the sponsoring agency: As an aid to CMTP staff, the following materials are requested and should be mailed to us well in advance of training.

1) A letter of confirmation.

2) The name and location of the training site. Include directions to the site and a map if the training site is in the San Francisco Bay or Monterey Bay Areas. For out-of-town training, please provide the name of the motel and the person who will provide transportation.

3) A list of the participants (teachers, observers, and principals) including their job titles and home school. Please list participants by training groups.

4) A list of key administrators who will be dealing with the program. A simple organizational outline is easiest if it is already available.

III. Training Outline

A. Introductory workshop to all interested teachers (1/2 or 1 day): This presentation can be made between round 1 and round 2 of training rather than prior to round 1 if judged to be more useful then.

B. Round 1: Coaches Training (3 days).

1) Coaches Training: Twelve coaches and their principals plus observers (8:00 a.m. - 4:00 p.m.). Central office staff and key auxiliary personnel are welcomed as observers as an aid to district understanding and support for CMTP provided they understand that they will not be disseminators of CMTP skills and procedures.

2) First administrators' meeting: All principals and other administrators plus coaches if they wish (4:00 p.m. - 5:30 p.m. on day one or day 2).

C. Round 2: Coaches Training (2 days).

1) Coaches Training: Twelve coaches and their principals plus observers (8:00 a.m. - 4:00 p.m.).

2) Second administrators' meeting: All principals and other administrators plus coaches if they wish (4:00 p.m. - 5:30 p.m. on day one).

D. Coaches prep day: One full day away from school for coaching teams to prepare the presentation of the lessons that they are responsible for during round 3 of training.

E. Round 3: Pyramid Teacher Training (3 days).

1) Day 1: Coaches' prep (8:00 a.m. - 4:00 p.m.). Review of coaching skills, group process management skills, and the planning of events.

2) Days 2 and 3: Peer training (8:00 a.m. - 4:00 p.m.). Each of the six coaching teams train up to eight additional teachers (a total of 48 new trainees). Each group needs its own room with desks and blackboard. Some presentations will be made to the whole group in one of the rooms.

In your announcements be sure to have everyone meet at 7:45 - 8:00 for coffee so we can begin on time.

3) Day 2: Coaches' prep for day 3 (4:00 p.m. - 5:00 p.m.).

D. Follow-through workshop: From two to six months after the completion of Round 3 of training, two additional days are needed; one to work with administrators on evaluation and quality control, and a second to work with the coaches on troubleshooting, coaching skills and advanced instructional skills. Time should be set aside to work with the school board and the superintendent during this visit to outline and clarify their role in program follow-through. Additional needs of the district will be more thoroughly understood by this time so that future goals might be discussed.

IV. Costs

A. Consulting fees and expenses.

B. Substitute days.

1) Round 1: twelve coaches x three days (plus others in attendance).

2) Round 2: twelve coaches x two days (plus others in attendance).

3) Coaches' prep day: twelve coaches x one day.

4) Round 3:

a) Prep day: twelve coaches x one day.

b) Peer training: twelve coaches plus 48 trainees x two days.

5) Follow-through workshop: twelve coaches x one day (plus other teachers who attend).

6) Introductory workshop: Typically no substitute cost is incurred here since the workshop is typically offered on a special in-service day or minimum day.

C. Purchase of training materials: CMTP manuals will be purchased by the sponsoring agency for all coaches and trainees. The coaching manual is larger, more detailed and, consequently, more expensive than the trainees' manuals. Separate manuals are given to each trainee during each day of Pyramid Teacher Training, one for Positive Discipline and one for Positive Instruction.

D. Purchase of stopwatches for coaches and trainees (optional but typically done with district or individual school funds).

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POSITIVE CLASSROOM INSTRUCTION

Good discipline must go beyond the elimination of unwanted behaviors and the increase of "time on task." Good discipline must be built upon good instruction. Good instructional practices for the primary prevention component of a comprehensive classroom discipline methodology. Without effective primary prevention, the teacher is constantly forced to remediate - to deal with disruptions that are already in progress.

The goals of Positive Instruction are to:

1. Increase the amount of instructional feedback that a teacher can give students during skill acquisition by 5-10 fold.
2. Eliminate failure experiences from instructional feedback.
3. Train students - even the most unmotivated ones - to work independently.
4. Train students to work carefully, neatly, and correctly.
5. Provide quick and meaningful rewards for mastery.
6. Prevent most classroom discipline and motivation problems.

Most of the chronic motivation and discipline problems in a typical classroom are a by-product of the way a teacher helps a child who is stuck during guided practice of a new skill. This teaching interaction is one of the most common and predictable aspects of classroom life at all ages and in all subject areas. It is so sensible, straightforward and ordinary that it is neither explicitly taught nor systematically examined in teacher training programs. We call it the Universal Helping Interaction:

The Universal Helping Interaction is one of the oldest habit patterns in any teacher's behavioral repertoir. We have been living with it since we entered kindergarten. Consequently, the Universal Helping Interaction is one of the most difficult of habit patterns to break.

POSITIVE INSTRUCTION

INTRODUCTION

I. Classroom Management and Instructional Methodology

Positive Instruction and Positive Discipline go together to form an interlocking and interdependent system of classroom management. The procedures described in Positive Instruction and the procedures described in Positive Discipline will achieve maximal results only when used together.

A. Primary and Secondary Prevention of Classroom Management Problems

Whereas Positive Discipline is necessary to remediate typical problems of "goofing off" in the classroom and for building patterns of cooperation within the classroom, it must be paired with a high level of student motivation and involvement in learning or else the teacher will continually have to cope with students falling "off task". Thus, in the overall scheme of classroom management, Positive Discipline represents secondary prevention--the early remediation of classroom management problems so that they will not reoccur.

Positive Instruction must, of course, rest upon a foundation of effective classroom discipline, but it prevents many discipline problems by maximizing student's involvement in learning. Thus, one might think of Positive Instruction as the primary prevention component of a classroom management system--the prevention of the first occurrence of classroom management problems so that remediation is not required.

B. Basic Objectives

Positive Instruction and Positive Discipline together maximize 1) the amount of time on task of the students while simultaneously maximizing 2) the efficiency of instruction and 3) the experience of success of all students during all lesson formats.

Positive Instruction and Positive Discipline contain a coherent set of basic, generic skills for teaching. These skills apply to anyone engaged in teaching whether they identify themselves with the teaching profession or not. Basic classroom management skills, for example, are nearly identical to basic parenting skills, and the instructional methodology is as applicable in business and industry as it is in the typical classroom. For the professional teacher, however, Positive Instruction and Positive Discipline represent the essential survival skills of the classroom that will allow them to relax and enjoy the experience of success.

II. Topics of Positive Instruction

A. Topic Descriptions

Positive Instruction will be divided into five separate topics which will cover those instructional skills which are basic to teaching a successful structured lesson. Each topic will be subdivided into several sections, each of which will have a specific informational or skill building focus accompanied by practice exercises.

1. Topic 1: The Universal Helping Interaction

Most lessons go fairly smoothly during the initial presentation of new material to the class. Even if some students are not paying attention, they usually act as though they are while the teacher presents new skills and concepts during the initial stages of a structured lesson. If the lesson comes "unglued", it usually happens during Guided Practice. Guided Practice is that section of the lesson in which the students are to work "on their own" after having been presented with a new skill or concept. It is during Guided Practice that hands wave in the air and the teacher moves as fast as they can around the room to help those students who are stuck. While helping students who are stuck, teachers give corrective feedback.

The process by which teachers give corrective feedback is one of the most predictable and unremarkable habit patterns of teachers at all grade levels--so predictable that we call it the Universal Helping Interaction. The Universal Helping Interaction is also one of the oldest habit patterns in any teacher's behavioral repertoire and is, therefore, one of the most difficult to change. Unfortunately, the Universal Helping Interaction is also the direct or indirect cause of most of the 1) chronic motivation problems, 2) learned helplessness and dependency, 3) discipline problems, and 4) failure experiences in the classroom. To put it simply, one of the most common and unexamined practices of teaching is an unmitigated educational disaster.

During the first portion of Positive Instruction we will become extremely familiar with the Universal Helping Interaction not only as a means of raising the level of concern for the first lesson of Positive Instruction (Topic 2: The Positive Helping Interaction), but also as a means of sensitizing teachers to some old habits that will need to be changed.

2. Topic 2: The Positive Helping Interaction (Praise, Prompt and Leave)

How is corrective feedback given to students during Guided Practice of a structured lesson so that students are systematically taught to 1) read the instructions, 2) following the directions, 3) work independently, and 4) consistently experience success? In addition, how can corrective feedback be given so efficiently that the amount of corrective feedback supplied by the teacher during a typical lesson can be increased up to ten fold or more while the path to success is made absolutely clear. How can the teacher be "everywhere at once" to provide help rather than putting most students "on hold" for extended periods of time while they reteach the entire lesson to those chronic few "most needy" students who always have their hands in the air?

The Positive Helping Interaction, or "Praise, Prompt and Leave" as it is typically called, is essentially simple in that it is not a complex process having many parts. It is, however, an extremely difficult process to learn due to the negative transfer from the Universal Helping Interaction. We will have to break habit patterns that we have had all of our lives.

3. Topic 3: Performance Models

Both skills and concepts are learned "one step at a time". Yet, as teachers explain skills and concepts to the class, they frequently fail to leave any permanent record of the steps which lead from the beginning to the end of skill acquisition or concept formation. Without a clear and permanent record of the step-by-step building process, students are required to remember everything the teacher has said in order to perform correctly during Guided Practice. This demand upon short-term memory is highly unrealistic, and it is not too surprising that many students become confused and raise their hands for help. Without a clear, permanent record of the steps of the structured lesson, not only is the demand for corrective feedback increased, but the teacher also defines themself as the only readily available source of corrective feedback during Guided Practice.

Performance Models make the structure of the structured lesson clear, visual and permanent. There are two major forms of Performance Models:

A. Illustrated Performance Sequences (IPS): Illustrated Performance Sequences provide clear graphics or illustrations for each step of skill performance accompanied by varying degrees of explanation and labeling.

B. Performance Outlines (PO): Performance Outlines present the structure or content of a concept. While graphics are often the most appropriate medium for representing the steps of a skill, a simple outline is often the most appropriate format for presenting the structure or concept. Outlines, however, can also be illustrated although the illustrations typically take the form of examples of concept expression--for example, samples of an author's writing or examples of term papers from previous classes.

Performance Models not only make the structure of a structured lesson explicit and permanent, but they also serve as an exercise which structures the teacher's task analysis. In order to create a Performance Model, the teacher must divide the task into its component parts or steps. The most useful task analysis as far as the students are concerned, however, are the steps of the student's performance or the student's concept building. Effective task analysis and model building, therefore, are directly tied to student performance.

4. Topic 4: Trimodal Teaching (say, see, do) and the Three-Phase Structured Lesson

The three-phase structured lesson outlines the basic process by which a performance competency is transmitted from a teacher to a student.

Trimodal teaching describes the process by which a structured lesson is taught most effectively. In particular, Trimodal teaching stresses the fact that effective teaching always a) teaches to all modalities of sensory input and output (verbal, visual and physical), and b) focuses upon student performance as the primary act of physical and conceptual integration of the content of the structured lesson. Trimodal Teaching, quite simply, focuses upon learning by doing. The ultimate focus of the structured lesson, therefore, is upon learning the input through output. Unless the students can translate the teacher's input into consistently correct output within the time frame of

the presentation of the structured lesson to the class, the lesson has been probably been wasted.

Trimodal Teaching , like corrective feedback, teaches skill performance or concept formation "one step at a time". Trimodal teaching and the Positive Helping Interaction, therefore, are variations on the same basic, fundamental process of instruction. That process is known as shaping--the prompting and reinforcing of successive approximation of task completion. Performance Models represent simply the graphics or structure of the steps of shaping--a series of "permanent prompts".

5. Topic 5: Motivation: Incentives for Diligence and Excellence

The effective teaching of a structured lesson may greatly increase the motivation of students to learn, but it cannot guarantee motivation. Unless a teacher is in command of a technology of systematically managing the diligence (quantity of work) and excellence (quality of work) produced by students, they will always have to "pray for the best and accept whatever the cat drags in". Incentive systems for diligence and excellence add to the teaching of a structured lesson a technology for the systematic management of motivation.

For rewards to produce diligence and excellence, however, they must be given contingent upon diligence and excellence. How can a teacher monitor the quantity and quality of work being produced by students continuously so that students are held accountable while simultaneously being given a reason to try as hard as they can? How can a teacher have all the papers checked by the end of the work period? To operate incentive systems on a classroom-wide basis, the teacher will need a sophisticated technology of quality control.

Incentive systems, of course, gain much of their potency from rewards. We will, however, learn to reward learning with learning. Much of the focus of incentive systems for diligence and excellence will be upon expanding our understanding of the ways in which learning can be made enjoyable in its own right.

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POSITIVE CLASSROOM DISCIPLINE

I. Four Dimensions of Discipline Management

1. Classroom Structure: The easiest way to eliminate classroom discipline problems is to arrange the learning environment to your advantage so that formal management programs are not needed. Diverse topics focus on clarifying and communicating expectations

2. Limit-Setting: How can you "mean business" so effectively that your mere presence is a signal to everyone in the class to behave appropriately?

3. Incentive Systems: How can you use rewards to build student cooperation so efficiently that you can get almost any student to do almost anything that they are supposed to do when they are supposed to do it at almost no effort?

4. Back-Up Systems: How do you respond to provocation when everything else fails so that you can gain control without even getting upset?

II Setting the Stage

Before getting into any of the three major discipline management technologies, it is necessary to prepare both ourselves and our classrooms for optimal results.

First, we must become aware of those aspects of classroom structure which will make the implementation of any management technique easier and will aid in its success. Classroom structure will cover topics as diverse as room arrangement and talking to parents. Taken collectively, structure forms the foundation upon which a management system is built.

Second, we must become aware of the nature of classroom disruptions so that we can understand the exact nature of the problems we are attempting to solve. And, we must understand the cost of those disruptions to us personally so we can fully appreciate the extent to which our efforts at learning new management techniques will make our lives easier.

III Overview of Training

a. Training will cover specific management procedures which focus upon classroom discpline, motivation and instruction.

b. Training focuses upon performance practice of new skills. Only by practice are new skills mastered to the point where carry-over of new learning into the classroom is likely.

c. Training aims at <u>increasing</u> the skill repertoire of the teacher, not at "reprogramming" the teacher in a total methodology that rules out the use of "tried and true" techniques. Teachers must have a broad range of solutions to management problems so that alternative solutions can be quickly implemented when difficulty is experienced. We regard the teacher as a craftsman, and we regard our management techniques as tools in the hands of a craftsman. Only the teacher can choose the right response for a particular child in a particular situation.

d. The criteria for using one management procedure over another can be stated simply, "always use the cheapest remedy." It is important, therefore, to know the cost of each technique as well as how and when each technique fails so that failure can be anticipated and alternative methods utilized before the cost of management becomes high.

e. This workshop is only the beginning of the Classroom Management Training Program within your school. The long-term success of the program depends upon the systematic maintenance of training after the initial training experience. The maintenance of training will be achieved by participation in a support group which continually focuses teachers' attention upon skill utilization, problem solving and program building which are necessary to meet the changing needs of the classroom .

CMTP Pyramid Teacher Training seeks to add to your present skill repertoire--not replace it. A teacher will need all of the experience and wisdom that is in their possession in addition to a state of the art classroom management dilemmas that students will concoct over the years.

Once a teacher has a broad range of classroom management options, and once they know the strengths and limitations of each, they have the luxury of choice. From among these techniques which might work in a given situation, the teacher will choose on the basis of two criteria:

Keep it Positive
Keep it Cheap

POSITIVE DISCIPLINE

Topic I: Classroom Structure

Section 1: Rules, Routines and Standards

I General Rules

A. General rules spell out the teacher's overall standards and expectations for good work and good behavior within the classroom.

B. Guidelines for General Rules include:

- Don't make any rules that you are not willing to enforce every time they are broken.

- There should be relatively few permanent classroom behavior and work rules, and they should be posted.

- Rules must be simple, clear and shared by all students.

The most common misconception about classroom rules is to imagine that they produce behavior. At most they set a tone and announce the subject of an upcoming lesson which, hopefully, will be the teaching of some procedure or routine.

II Specific Procedures

A. General Rules are ultimately embodied in a series of specific procedures and routines or they exist only in never-never land.

B. Specific procedures and routines describe the "nuts and bolts" of how to behave during any lesson or lesson transition. They include:

Milling around is an art form.

- What materials are required.

- How do you get started.

- What must you do to complete the assignment.

- How and when do you take care of broken pencils, drinks, the bathroom.

- When is it appropriate to move around the work area and why.

- Who is it appropriate to talk to and why.

- How do you get help.

- How do you clean up.

- What do you do when you are finished.

C. The most important lessons that the teacher will teach during the first two weeks of school are "how to do this" and "how to do that". Teach rules as thoroughly as you would teach any lesson, and include modeling and practice in addition to explanation and discussion.

D. Common Misconceptions Concerning Classroom Rules.

1. Students should know how to behave by this time. True! The only relevant question is, "What can we get away with in your class?".

2. Rules are announced. WRONG! Rules are taught as carefully as any structured lesson would be taught. Rules are not a list of do's and don'ts. A list can never teach a student to behave appropriately.

3. If you do a good job with your rules at the beginning of the year, you will not have to deal with them later. WRONG! Rules are retaught. They must be reviewed briefly prior to any lesson transition, and they must be retaught periodically, especially after vacations.

4. Teaching rules is a matter of being strict. If by strict you mean thorough, then strictness is essential. But no amount of schoolmarmish "strictness" will generate cooperation. You cannot do discipline like a drill sergeant.

5. Students dislike classroom rules. WRONG! Disruptors and their disruptions which destroy work time, upset the teacher and cause privileges to be revoked tend to be unpopular. Students like a well-run classroom.

6. I have so much material to cover, I can't afford two weeks for rules. WRONG! You either do it right at the beginning, or you spend the rest of the year running after the students.

Remember: If you don't teach it, you won't get it.

Remember: If you make a rule and fail to enforce it, you have just taught your class to disregard your rules.

III Chores

A. Pride and Helping: Personal pride comes from carrying your own weight, not from being waited on. Teachers need help in doing all that needs to be done in a classroom, and most of that help can come from the students. Each student should have a chore that they are responsible for.

B. Types of chores:

1. Individual Responsibilities: Have one chore for each student.

2. Group Responsibilities: Divide the class into four groups and have four "clusters" of chores which are assigned to the groups and which rotate weekly. Sample "clusters" of chores might include those listed below, but they can be highly specific to the subject being taught (especially at the secondary level).

- Clean up
- Bulletin board and decoration
- Enrichment
- Grading, passing out papers, recording

C. Peer Tutoring: The main job to be done in any classroom is teaching. Use peer tutoring extensively. Teach your class the skills of Positive Instruction so they can be effective teachers too.

RULE OF THUMB FOR CLASSROOM CHORES:

Never do anything for the students
that they are thoroughly capable
of doing for themselves.

POSITIVE DISCIPLINE

Topic I: Classroom Structure

Section 2: Involving Students and Parents

I Involving Students

A. Methods of Introducing Rules

1. Announce Your Rules

2. Discuss Your Rules Including:

- What is a good classroom.

- What do good teachers do.

- What do good students do.

- What are the natural consequences of a behavior.

- What are the natural consequences of good and bad behavior in this classroom.

- How does the enforcement and incentive process work.

- What are some special wishes for classroom rules that students might have.

3. Teach your Entire Classroom Management System

- Limit-Setting

- Incentive and Responsibility Training

- Back-Up Systems

B. Get to Know the Students

1. Get Names and Demographics (name, parents' name(s), address, home phone, parents' work addresses and phones on a 3 x 5 card on day #1).

2. Break the Ice

- the name game

- interviewing and introducing partners

3. Get to Know Each Other Better
   - Talk about yourself
   - Interview students privately about themselves.

C. Enjoy Learning

1. Enjoyment is built into learning through the incentive systems described in Positive Discipline and Positive Instruction. We will learn how to make skill drill or test review the reward for good classbehavior and assignment completion.

2. Begin incentives and have your first Preferred Activity Time on the first day of school.

II Involving Parents

A. Make Personal Contact Early

1. Send Rules home

2. Call during the second week to:

   - Introduce yourself. Ask about special needs of child.

   - Outline the scope of your class

   - Tell them something positive about their child

   - Discuss and answer questions about your rules

   NOTE: At the secondary level, calls may be limited to the parents of those students most likely to be disruptive, or they may be part of a school-wide ombudsman system.

3. Send work home regularly with provision for immediate parental feedback.

4. Have preventive conferences before problems are big in order to enlist parental help.

5. Send home commendations for good student participation.

B. All or Nothing

If a child is in trouble, their parents will either be your ally or your adversary. There is very little middle ground. If you do not lay the ground work for cooperation in advance, they will not be there when you need them.

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BEGINNING THE SCHOOL YEAR

WARM-UP ACTIVITIES

INTRODUCTION

Most students will simply not work hard in an impersonal environment. Students need to know each other, they need to feel at home in the classroom and they need to know that the teacher cares about them. It is a wise investment, indeed, for the teacher to spend time at the beginning of each semester allowing the students to get to know each other--particularly at the secondary level where departmentalization limits the opportunities for relationship building available to the teacher.

Many teachers have learned some "warm-up activities" while taking a "human relations" course at some time, but few teachers use these activities in their own classes. Often, from the best of intentions, teachers will begin the first day of school with their first assignment and leave relationship building and comfort within the learning environment to take care of themselves. Perhaps we need a greater appreciation of the "human relations" dimension of all learning experiences.

Teachers need to feel that they have permission to take the time for warm-up activities, and they need an adequate repertoire so that all of the teachers on the faculty are not using the same one or two "chestnuts". The following list will help the faculty begin to build a repertoire of warm-up activities so they may be as varied as possible and so that teachers can feel comfortable with their choices.

IN-DEPTH SHARING

1) Humana: Humana is a simulation activity that allows students to get to know each other around issues of values clarification. Humana is part simulation and part discussion. The dilemma that the class faces is the aftermath of the "final nuclear war". Each person must imagine that they have been chosen to be placed within a chamber to be sealed off from all contamination for at least a year. Life support will be provided, but in addition each individual can take

only ten things along with them. What would they be? Group discussion quickly becomes problem solving and values clarification as students consider everything from hygiene to loneliness.

2) "Glasser Circles": Glasser Circles developed by Dr. William Glasser encorporate a group discussion and problem solving format. Topics commonly used for the first day of school might include 1) my biggest fear, 2) my biggest hope and dream, 3) the best thing I did over the summer, etc.

3) Life Space Interviewing:

   a) Students pair up and interview their partners: This interview may be structured to a moderate degree by the teacher by simply providing a list of topics to be covered. Interviewers will want to get specifics such as details about family, pets, hobbies, and special interests. Students then go around the room and introduce their respective partners to the class.

   b) Teacher Interviewing: Teachers can do a lot of relationship building while getting to know their class if, during the first month of school, they simply call students aside and ask them about themselves in a manner analogous to that described above. Simply getting to know the students allows the student to feel at home in the classroom and known by the teacher. No sharing with the group is necessary. This activity might be done in lieu of Life Space Interviewing on the part of the students.

GRAPHICS

1) Draw a picture that tells about you: Having students begin the year with a brief art project, even at the secondary level, will be both relaxing and welcome. After each student has drawn a picture that tells about him or herself, they tape it on, walk around the room and ask each other to explain their pictures.

2) Design a T-shirt that tells who you are: A variation on the activity described above, designing a T-shirt "press-on" design that shows something about yourself once again breaks the ice as students ask each other to explain their designs.

3) Photographs: Teachers who take every student's picture on the first day of school have made a wise investment. Photos serve not only as an aid to learning the students' names, but they also serve as an aid for the students getting to know each other. Simply post the photos on the bulletin board. The extent to which the photos stimulate social interaction can be greatly increased by having students

bring pictures of themselves as a baby in order to have a contest in which students match current pictures with baby pictures. You can also have humorous contests for baby picture categories such as cutest, meanest, most confused, etc.

MISCELLANEOUS ACTIVITIES

1) Form groups according to student's place in the family (oldest, middle, youngest): Have the students discuss and list things that they have in common and share advantages and disadvantages of place in the family with the class.

2) "Find the person who...":

   a) Write ten characteristics of yourself: Each person writes ten characteristics of him or herself in order of importance leaving his or her name off of the paper. The teacher reads the first item of each student's list and the rest of the class tries to guess who it is. The process is repeated until the person is identified.

      An alternative format is to read all of the "number ones" on the lists in turn going around the room having everybody guess on the basis of first items only. You can have teams with the winner of "round 1" being the team with the highest percentage correct. The process can be repeated with the second, third and fourth items on the list being added until everyone gets to know their classmates.

   b) Answering questions in a group: In a simplifed version of the Glasser Circle, the teacher simply asks questions for everyone to answer out loud in turn. Begin with some fairly mundane questions and progress to some more revealing questions such as hopes and fears for the year, things that are most important to you, etc.

3) The Name Game: In the Name Game students form a circle with their desks and hang a 3x5 card on the front of their desk with their first name on it. The first person begins the game by saying his or her first name plus either a rhyme, an adjective or a nickname. The second person does the same and then repeats what the first person said. The third person does the same and then repeats the second and first persons' names and nicknames. By the time the game has gone around the room, the person has a lot of names and nicknames to remember, but they have the name cards on the front of the desks to aid them, and students are directed to quickly supply missing information if the participating student gets stuck. As simple as it is, this game usually generates a lot of laughing

and kidding while helping students to associate names with faces. Of course, the teacher goes last, and by the end of the class, they probably know their students' names.

4) Scavenger Hunt: Construct a list of particulars for each person in the classroom either on the basis of Life Space Interviewing or by having students answer a series of simple questions. Collect the lists, shuffle them and hand them out. Each person's job is to find the person described in their list by walking around and asking questions.

5) Introduce Yourself: Not to be forgotten, simply having people take turns standing up and introducing themselves is the oldest one in the book. Yet, when people come from diverse backgrounds, it can be one of the most effective. Having each person address one or two common issues can greatly enhance sharing.

OTHER IDEAS:

POSITIVE DISCIPLINE

Topic I: Classroom Structure

Section 3: Room Arrangement

1. Introduction: The best room arrangement is one which puts the least distance and the fewest barriers between the teacher and any student in the class.

   a. The Basic "U": The best general plan for room arrangement is to place desks and tables in the shape of a "U" around a central open area where the teacher can walk.

   b. Where to put the teacher's desk: The placement of the teacher's desk should be to the side or back of the room, not in the front.

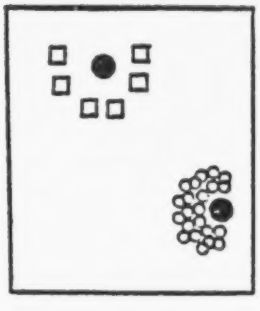
   c. Where to put the disruptive students: Place disrupters on the inside of the "U" near the front. Put children you can trust on the periphery. Break up talkative pairs or groups.

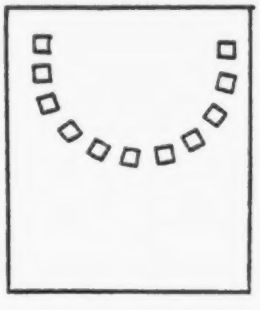
2. The Most Common Arrangement: In spite of all fads, the most common room arrangement has students in rows with the teacher's desk, unfortunately, at the front.

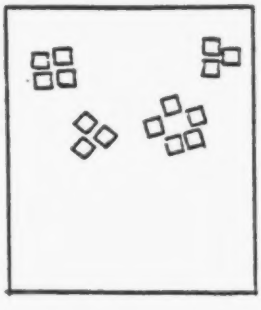
   The reason for this arrangement is that most rooms are not arranged by the teacher to achieve a specific management objective at all. Rather, they are arranged by the custodian whose objective is to make it easy to run a dry mop between the desks.

3. Possible Alternative Room Arrangements: There is no single, simple "best" room arrangement. It is a function of your furniture and your teaching format, and you may change the room arrangement during a typical day.

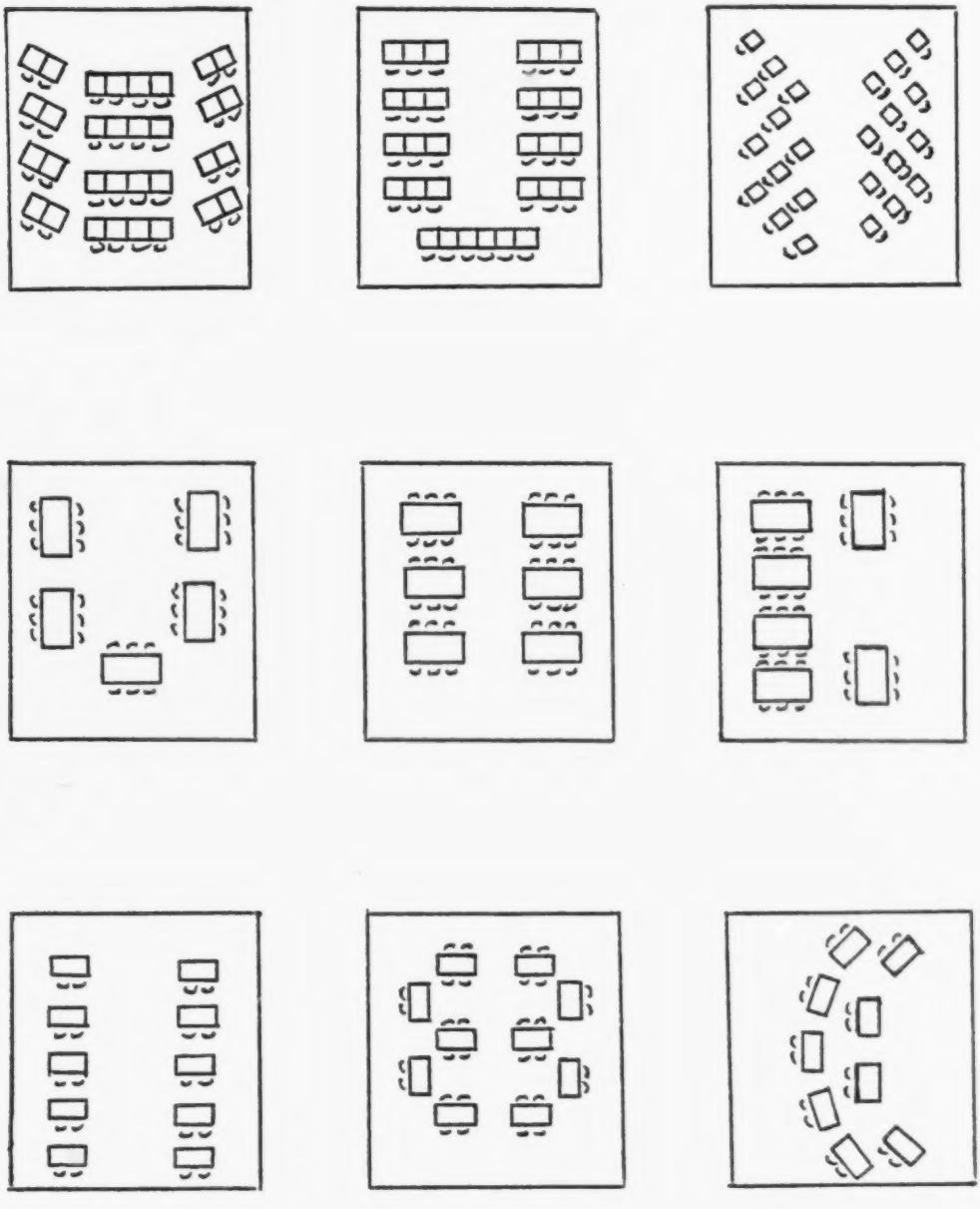
   Here are some suggestions. The first three diagrams show how, with a small class or small group instruction, physical proximity is easily achieved - sometimes without physical movement.







These variations show some of the many possibilities in full-size classrooms with varying kinds of furniture.



Rearranging your room is your first physical committment to change.